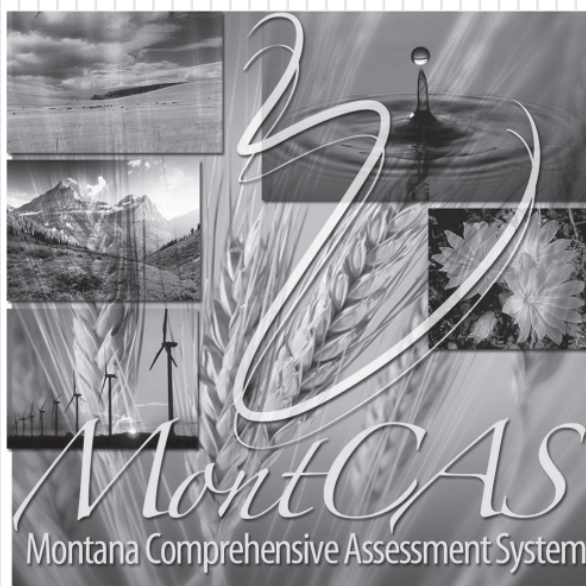


Montana Comprehensive Assessment System (MontCAS CRT)

GRADE 3
COMMON RELEASED ITEMS
SPRING 2010



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Grade 3 Reading Directions for Spring CRT

This Reading test contains three test sessions. Use a pencil to mark or write your answers in your Test Booklet.

This test includes two types of questions: multiple-choice and constructed-response questions.

For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one answer. After you have chosen the correct answer to a question, completely fill in the circle in the Test Booklet for the answer you chose. The example below shows how to completely fill in the circle.

CORRECT MARK	INCORRECT MARKS
	

If you decide to change your answer to a question, erase the wrong mark completely before filling in the circle of the new answer. Be sure you have only one answer marked for each question. **If two circles are bubbled in for the same question, that question will be scored as incorrect.**

If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the circle for the question in your Test Booklet.

For the other types of questions in the Test Booklet, you will be asked to write your answers in the box provided. Read the question carefully. If a question asks you to explain your answer or to show your work, be sure to do so.

You may make notes or use highlighters in your Test Booklet. **Do not highlight or make any unnecessary marks on the green bubbles in your Test Booklet.**

Let's work through a sample question together to be sure you understand the directions.

Sample Question

1. What is the capital of Montana?
 - ☐ A. Browning
 - ☐ B. Glendive
 - ☐ C. Helena
 - ☐ D. Missoula

Reading

Read these poems about the morning. Then answer the questions that follow.

Poem 1: Morning Song

I sneaked up on the morning
Before the night was done.
The sky had one foot in, one out, of bed.
Upon the sleep-time blackness
The fingers of the sun
Were finger-painting streaks of wake-up red.
Outside my bedroom window
Birds argued in a tree
Was it (chirp) or was it not (chirp) dawn,
Until, as far and wide and high as I could see to see,
I saw the darkness
Going
Going
Gone.

—Judith Viorst

Poem 2: At the Edge of the World

At the edge of the world
It is growing light.
The trees stand shining.
I like it.
It is growing light.

—Papago

1. In **Poem 1**, why does the poet **most likely** write “The sky had one foot in, one out, of bed”?
- ☐ A. to describe the dark sky
 - ☐ B. to explain why the birds begin to sing
 - ☐ C. to compare the person to the sky
 - ☐ D. to show that the sun is beginning to rise
2. In **Poem 1**, what are the birds doing?
- ☐ A. flying in the sky
 - ☐ B. chirping in a tree
 - ☐ C. going in the house
 - ☐ D. sitting in a window
3. At the end of **Poem 1**, what is “Going, Going, Gone”?
- ☐ A. the birds
 - ☐ B. the darkness
 - ☐ C. the person
 - ☐ D. the sunlight
4. In **Poem 2**, what does the poet **most likely** mean by “The trees stand shining”?
- ☐ A. Sunlight is beginning to light up the trees.
 - ☐ B. The trees are standing at the edge of a field.
 - ☐ C. Sunlight is making the trees seem taller.
 - ☐ D. The trees are larger than the person looking at them.
5. What makes the people in both poems feel happy?
- ☐ A. getting out of bed
 - ☐ B. listening to the birds
 - ☐ C. standing in the trees
 - ☐ D. watching the sunrise

6. What do these poems **mostly** show about the people who wrote them?

- ☐ A. They paint pictures of the sky in the morning.
- ☐ B. They listen for the noise of birds each morning.
- ☐ C. They enjoy the beauty of the early morning.
- ☐ D. They stay awake at night thinking about the morning.

7. In a book of poems, where would a person look to find the page number a poem appears on?

- ☐ A. the title page
- ☐ B. the glossary
- ☐ C. the table of contents
- ☐ D. a page about the author

Read this passage about Snertle the snow turtle. Then answer the questions that follow.

The Snow Turtle

by David A. Silver

Rebecca, Mark, and Dad were outside in their jackets and boots and gloves, scooping up the wet snow.

2 Rebecca's ball of snow was getting larger with every push. "This is big enough. I can't push it anymore," she said, pausing to catch her breath. She put her hands on her hips and nodded in satisfaction. "We can use this ball for his head."

3 Mark stopped rolling his ball and stepped back to admire it. "And mine will be the tail!" he said proudly.

"We can use this ball for his body." Their father rolled a very large ball of snow in between Rebecca's ball and Mark's.

"This just looks like a snowman that fell on its side," complained Mark. "When is it going to be a snow turtle?"

6 Dad smiled. "You know, the snow turtle waited a long, long time to be a snow turtle again. Turtles are that way. They're slow, but very patient."

"What should we name him?" asked Mark.

"He's Snertle, of course!" said Rebecca. "Snertle, the snow turtle! Come on, Mark, it's time to get the piece of Snertle's shell from last winter."

"Piece? What piece?"

"Don't you remember? We have a piece of Snertle's shell in the freezer," Rebecca explained.

"Oh. Where's the rest of him?"

"Mark," Rebecca said, sighing. "You've heard this before."

"Tell me again."

"Snertle went back up into the sky when he melted, all except for the piece of shell



in the freezer. He went back up into the sky and fell again as snow. And now we're putting him back together."

More snows came, and the snow turtle was wrapped in a blanket of new-fallen snow. His back was nearly hidden. The new snow

melted and the snow turtle came out from under his blanket. He liked having Mark and Rebecca playing on his back once again. The days began to grow warmer. The rains came. Finally, the snow turtle was the last piece of snow in the yard.

8. In paragraph 2, Rebecca stops pushing her ball of snow **mostly** so she can

- ☐ A. take a rest.
- ☐ B. gather more snow.
- ☐ C. ask a question.
- ☐ D. look at the snow turtle.

9. In paragraph 3, the word admire means to

- ☐ A. play on.
- ☐ B. think well of.
- ☐ C. make larger.
- ☐ D. change the shape of.

10. Why is Mark unhappy about Snertle at first?

- ☐ A. He thinks Snertle is too large.
- ☐ B. He is not allowed to help make Snertle.
- ☐ C. He cannot imagine how Snertle will look.
- ☐ D. He does not like how heavy Snertle is.

11. In paragraph 6, how does Dad compare the snow turtle to a real turtle?

- ☐ A. It is large like a real turtle.
- ☐ B. It lives long like a real turtle.
- ☐ C. It is shaped like a real turtle.
- ☐ D. It can wait like a real turtle.

12. In paragraph 6, what does the word patient mean?

- ☐ A. cold and sleepy
- ☐ B. round and heavy
- ☐ C. slow to grow
- ☐ D. willing to wait

13. What will Rebecca **most likely** do before Snertle goes away?

- ☐ A. build another snow turtle
- ☐ B. tell someone the story of Snertle
- ☐ C. make a blanket of new-fallen snow
- ☐ D. put a piece of Snertle's snow shell in the freezer

14. The **main** purpose of the paragraph in *slanted* print is to describe

- ☐ A. what Snertle thinks about.
- ☐ B. what snow turtles look like.
- ☐ C. what happens as the seasons change.
- ☐ D. what Rebecca and Mark say to each other.

Read this passage about the town of Hibbing, Minnesota, and the people who were determined to save it. Then answer the questions that follow.

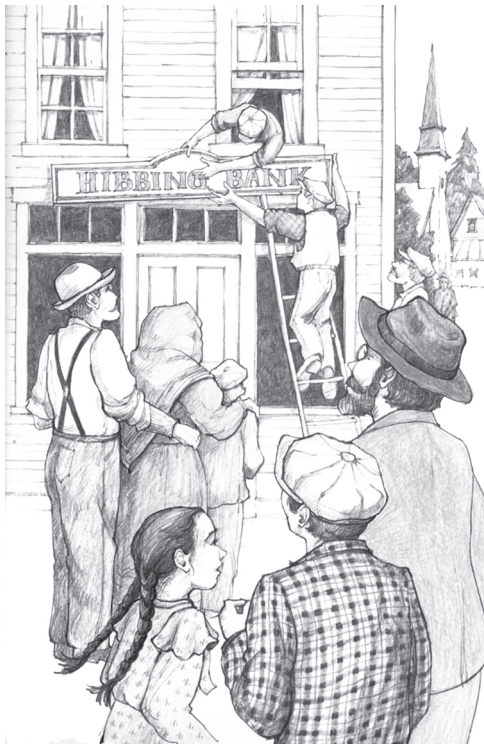
The Town That Moved

by Mary Jane Finsand

Iron ore is the rock from which we get iron, and in the 1800s iron was badly needed to build railroad trains and tracks.

2 It wasn't long before news of the iron ore in Minnesota had spread all around the country. Men began to pour into Minnesota. They came to start iron ore mines. One of those men was named Frank Hibbing.

Frank Hibbing knew that if he started an iron ore mine he would need many men to work in it. The men would want to bring their families. So Hibbing decided to build a town. First he bought land. Then he hired men to build roads. He hired other men to build log cabins for the families.



Soon people were coming from all over the country to work in Hibbing's mine and live in his town. People even came from countries far away like Ireland, Sweden, and Germany. Many came to work in the mine, but others came to open stores. Soon there were schools and churches and banks too. On August 15, 1893, the people voted to become the town of Hibbing, Minnesota.

5 Hibbing became famous for its rich iron ore. The town grew and grew. Everyone who lived there was very proud of Hibbing. They wanted to make it a beautiful city. They built fancy theaters and lovely parks and fine houses. They started excellent schools for their children, and they took wonderful care of their town.

Then one day the mine owners made a discovery: THE VERY BEST IRON ORE WAS RIGHT BENEATH THE TOWN OF HIBBING! The people of Hibbing would have to move. If they didn't, the mines would have to shut down. The miners would be out of work. Soon the other businesses would have to close down too. The people of Hibbing were very upset. They had worked so hard to build their beautiful town. How could they leave it? How could they watch it be torn down to make way for new mines?

"Where will we go?" they asked.

“We will build you a new town,” said the mine owners.

“But what about our fine homes and our fancy theaters and our beautiful hotels?” the people asked.

The mine owners thought and thought, and finally they came up with a solution. “We will move your homes!” they said. “We will move the whole town!” It sounded like a wonderful idea. But how on earth would they do it?

The mine owners and the people sat down together to think and talk. “We have horses and tractors,” said one man. “Maybe we could pull the buildings.”

“But we can’t pull big buildings along the ground,” said the mayor. “They will break into pieces. We need wheels or something.”

“Wheels are a problem,” said the mine owners. “Most of our wheels are just not large or strong enough to move a building.”

“Well,” said someone else, “we certainly have lots of trees. We could cut them down, then make them smooth and roll our houses on them.”

“That’s it!” everyone cried.

So the mine owners and the people began to get ready for moving day. They separated all the buildings from their basements. Then they dug new basements for all those buildings. They chopped down trees. Then they cut away the branches. They made the logs smooth.

People all over the world heard about Hibbing’s plan to move. “Impossible!” they said. One big city newspaper wrote: “HIBBING GONE CRAZY!” No one believed that the people of Hibbing could move their whole town.



Hibbing’s move began in the year 1912, but the major push didn’t come until 1921, and most of the buildings were moved in the 1920s. It wasn’t until the fall of 1953 or the spring of 1954, though, that the very last building was finally moved.

The people of Hibbing moved their town because they loved it. It wasn’t until many years later that they found they had made history. Today if you go to Hibbing you can see many of the buildings that were rolled on logs to where they now stand. And people are still proud to say, “We are from Hibbing, the town that moved!”

15. In paragraph 2, the sentence “Men began to pour into Minnesota” means that many men were

- ☐ A. moving to Minnesota.
- ☐ B. talking about Minnesota.
- ☐ C. learning about Minnesota.
- ☐ D. building towns in Minnesota.

16. Once Frank Hibbing decided to build a town, what did he do **first**?

- ☐ A. build cabins
- ☐ B. build roads
- ☐ C. buy land
- ☐ D. hire workers

17. The **main** reason the town of Hibbing became famous is because it had

- ☐ A. excellent schools.
- ☐ B. fancy theaters.
- ☐ C. lovely parks.
- ☐ D. rich iron mines.

18. Why were the people of Hibbing proud of the buildings in their town?

- ☐ A. They were easy to lift and move.
- ☐ B. They were fancy and beautiful to look at.
- ☐ C. They were large with lots of space.
- ☐ D. They were built by people from around the world.

19. In paragraph 5, the word fine means the **same** as

- ☐ A. large.
- ☐ B. nice.
- ☐ C. plain.
- ☐ D. proud.

20. Based on the passage, people came to Hibbing to build everything **except**

- ☐ A. houses.
- ☐ B. farms.
- ☐ C. parks.
- ☐ D. schools.

21. After the discovery of iron ore beneath the town, what did people worry would happen?

- ☐ A. Hibbing would have to be torn down.
- ☐ B. Another town would be built next to Hibbing.
- ☐ C. Hibbing would have to be moved.
- ☐ D. People from other towns would move to Hibbing.

22. In paragraph 16, the author says the men “chopped down trees” and then “cut away the branches.” In this paragraph, the words chopped and cut

- ☐ A. mean the same.
- ☐ B. rhyme with each other.
- ☐ C. mean the opposite.
- ☐ D. are spelled like each other.

23. What is the **main** purpose of this passage?

- ☐ A. to convince people to visit Hibbing
- ☐ B. to explain how the people of Hibbing solved a problem
- ☐ C. to show how Hibbing became beautiful
- ☐ D. to describe Hibbing in the early 1900s

24. What is the **main** purpose of the information in the box at the end of the passage?

- ☐ A. to give details about Hibbing’s people
- ☐ B. to compare Hibbing with other towns
- ☐ C. to give true facts about Hibbing’s move
- ☐ D. to describe what Hibbing is like today

25. What does this passage **mostly** show about the people who lived in Hibbing in the early 1900s?

- ☐ A. They used iron ore in their homes.
- ☐ B. They worked hard to keep their town.
- ☐ C. They looked for help from other towns.
- ☐ D. They kept the best iron ore in the mines.

26. This passage would be **most** useful to someone who wants to

- ☐ A. stay at a hotel in Hibbing.
- ☐ B. learn the history of Hibbing.
- ☐ C. move to a house in Hibbing.
- ☐ D. work in the Hibbing iron mine.

27. Explain why the town of Hibbing, and the people who lived in it, made history in the early 1900s. Use details from the passage to explain your answer.

Scoring Guide

Score	Description
4	Response provides a thorough explanation of why the town of Hibbing, and the people who lived in it, made history in the early 1900s. Explanation includes specific, relevant details from the passage.
3	Response provides an explanation of why the town of Hibbing, and the people who lived in it, made history in the early 1900s. Explanation includes supporting details from the passage, but lacks specificity, relevance, and/or development.
2	Response provides a partial explanation of why the town of Hibbing, and the people who lived in it, made history in the early 1900s. Explanation includes limited details from the passage and/or is partially correct.
1	Response makes a vague or minimal statement about Hibbing in the early 1900s.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes

A thorough response will explain that the town of Hibbing made history because of the fact it had been moved and that the people of Hibbing were determined to work to save it. Details from the passage may include, but are not limited to, the following:

- Iron ore was discovered underneath the town.
- The people wanted to preserve the town they had built.
- The mine owners and the people of the town worked together to devise a solution.
- The mine owners and the people worked together to move the buildings.
- The people moved the buildings in the town for 22 years.

How the Town of Hebbing and people who lived in it made history in the early 1900s was they found iron ore under there city, then they decidid if they wanted to move there house over or tere them down. But then they had a metting to figer out what they whanted to do and they choose they were going to cut down trees to make wheels and then cut the house of the facements then they built new basements where the house would be. Finalley they wheeled there house over.

Example of Score Point 3

The town of Hibbing and people who live in it made history. The town of Hibbing was moved because iron ore was beneath their town. Then the mine workers said that they were moving to a new town by rolling the houses with logs.

Example of Score Point 2

In the late 1900s they made
history by cutting down
trees and smoothing the trees out.
Then they cut their houses from their
basements and put the trees under
the houses and rolled them to a different
place.

Example of Score Point 1

They moved the
town with logs.
And now it's history.

Example of Score Point 0

It's because the miners Back there, were always looking for gold in the early 1900s they always wanted gold but some times they always didn't get gold or iron ore or silver they got tired and Hungry and thirsty they got so tired they had to stop mining.

Grade 3 Mathematics Directions for Spring CRT

This Mathematics test contains three test sessions. Use a pencil to mark or write your answers in your Test Booklet.

This test includes three types of questions: multiple-choice, short-answer, and constructed-response questions.

For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one answer. After you have chosen the correct answer to a question, completely fill in the circle in the Test Booklet for the answer you chose. The example below shows how to completely fill in the circle.

CORRECT MARK	INCORRECT MARKS
<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

If you decide to change your answer to a question, erase the wrong mark completely before filling in the circle of the new answer. Be sure you have only one answer marked for each question. **If two circles are bubbled in for the same question, that question will be scored as incorrect.**

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You may make notes or use highlighters in your Test Booklet. **Do not highlight or make any unnecessary marks on the green bubbles in your Test Booklet.**

Let's work through a sample question together to be sure you understand the directions.

Sample Question

1. What is the capital of Montana?

- ☐ A. Browning
- ☐ B. Glendive
- ☐ C. Helena
- ☐ D. Missoula

Mathematics (No Calculator)

1. On Monday a theater sold 423 tickets to adults and 298 tickets to children. How many tickets did the theater sell in all?

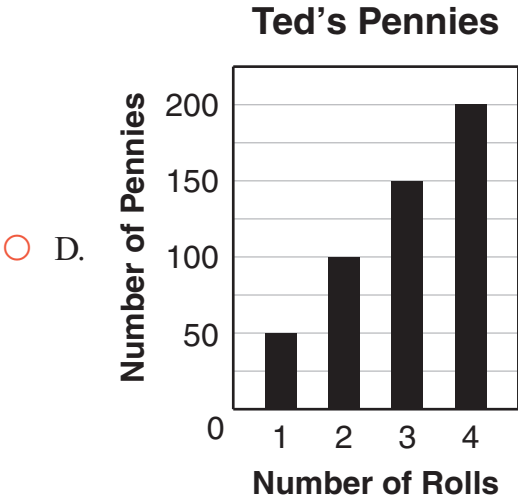
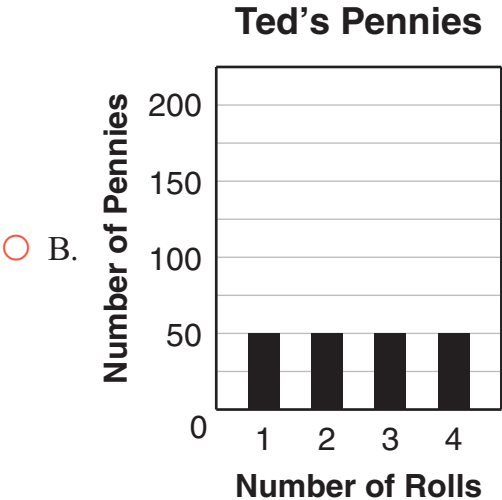
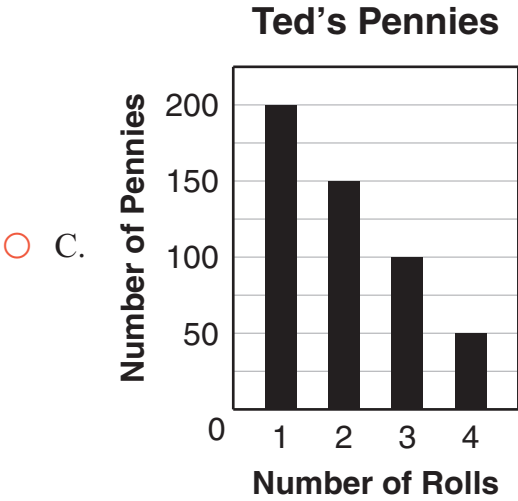
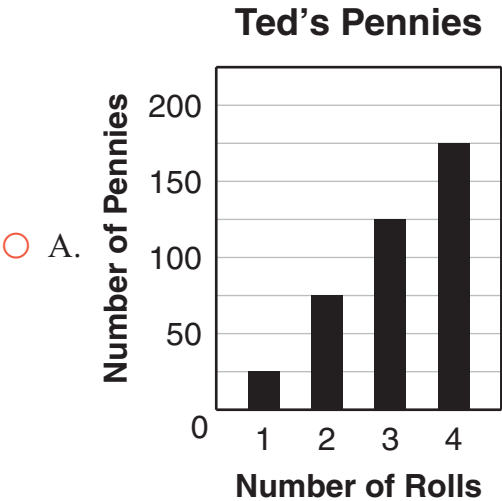
- ☐ A. 511
- ☐ B. 621
- ☐ C. 721
- ☐ D. 811

2. Ted made the chart below to show how many pennies he put in rolls.

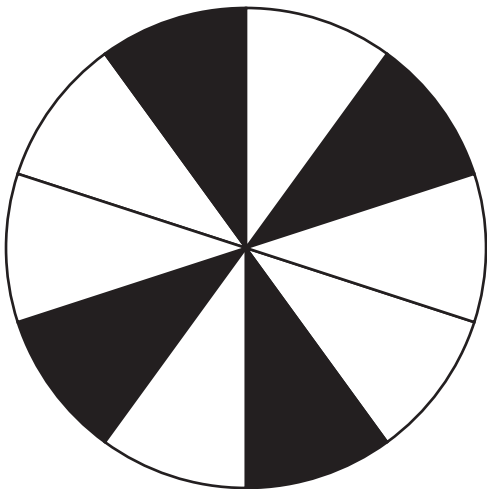
Ted's Pennies

Number of Rolls	Number of Pennies
1	50
2	100
3	150
4	200

Which bar graph shows the same information?



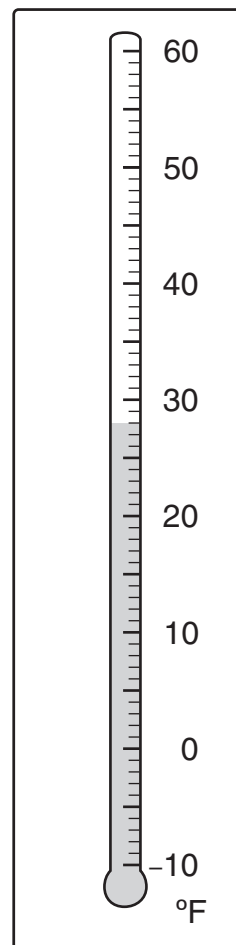
3. The parachute shown below is divided into equal parts.



What fraction of the parachute is black?

- ☐ A. $\frac{4}{10}$
- ☐ B. $\frac{1}{2}$
- ☐ C. $\frac{6}{10}$
- ☐ D. $\frac{4}{6}$

4. The thermometer below shows the temperature at 6:00 A.M. At 11:00 A.M. the temperature was 10 degrees warmer.



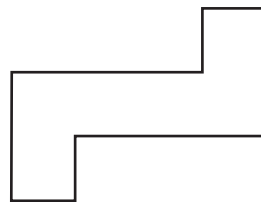
What was the temperature at 11:00 A.M.?

- ☐ A. 28°F
- ☐ B. 30°F
- ☐ C. 38°F
- ☐ D. 42°F

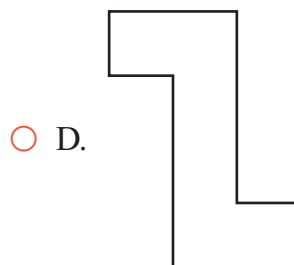
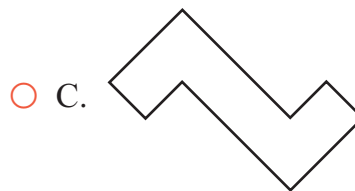
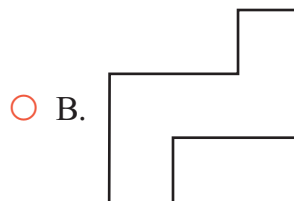
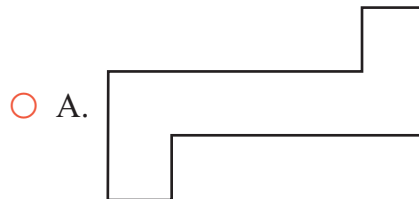
5. Timothy read **twenty-nine** pages in a book. Which is another way to write the number of pages Timothy read?

☐ A. 20
☐ B. 29
☐ C. 209
☐ D. 290

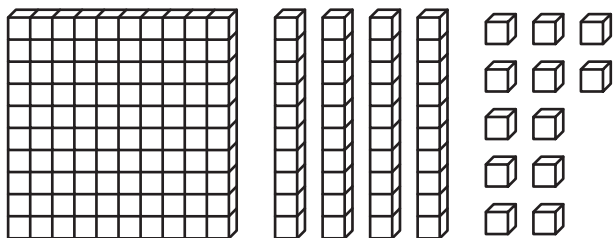
6. Greta drew the shape shown below.



Which shape is congruent to the shape Greta drew?



7. Look at the base ten blocks shown below.



What is the total value of the base ten blocks?

- ☐ A. 1 hundred + 5 tens + 2 ones
- ☐ B. 2 hundred + 5 tens + 12 ones
- ☐ C. 1 hundred + 4 tens + 2 ones
- ☐ D. 2 hundred + 4 tens + 2 ones

8. Bob solved the problem shown below.

$$32 + 8 = 40$$

Which number sentence could Bob use to check his work?

- ☐ A. $40 + 8 = \square$
- ☐ B. $40 + 32 = \square$
- ☐ C. $32 - 8 = \square$
- ☐ D. $40 - 8 = \square$

Answer Space

9. Multiply:

$$8 \times 6 =$$

Answer Space

10. The numbers below follow a pattern.

1, 10, 19, 28, 37, 46, ?

What number comes next in the pattern?

11. Owen wants to find the temperature of the water in his fish tank. Which tool should he use?

- ☐ A. measuring cup
- ☐ B. scale
- ☐ C. thermometer
- ☐ D. yardstick

12. Brian spent the money shown below on a bag of pretzels.



How much money did Brian spend on the bag of pretzels?

- ☐ A. 47¢
- ☐ B. 52¢
- ☐ C. 56¢
- ☐ D. 67¢

13. Elaine is using the number cards shown below to skip-count by 4s.

12	16	20	24	?
----	----	----	----	---

Which number card should she use next?

☐ A. 26

☐ B. 28

☐ C. 30

☐ D. 34

14. On the card shown below, Kevin wrote the number of people who live in Dawson County, Montana.

8 6 2 4

What digit did Kevin write in the tens place?

- ☐ A. 2
☐ B. 4
☐ C. 6
☐ D. 8

15. Use your ruler and the gift tag shown below to answer this question.

To: Jenna	From: Zoey
------------------	-------------------

What is the perimeter, in inches, of this gift tag?

- ☐ A. 3 inches
☐ B. 4 inches
☐ C. 6 inches
☐ D. 8 inches

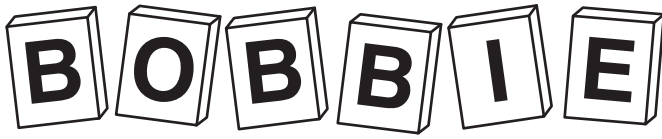
16. Holly is putting flowers on the edge of a cake. The pattern she is using is shown below.



What are the next two flowers in Holly's pattern?

- ☐ A.
☐ B.
☐ C.
☐ D.

17. Bobbie wrote each letter of his name on the tiles shown below.



Bobbie puts the tiles in a bag, shakes it, and picks one tile without looking. Which **best** describes the chances of him

picking  ?

- ☐ A. certain
 - ☐ B. impossible
 - ☐ C. unlikely
 - ☐ D. very likely
18. Ms. Gerber has 23 red notebooks, 15 green notebooks, and 18 blue notebooks. She wrote $23 + 15 + 18$ to show the number of notebooks she has in all. Which is another way Ms. Gerber can show the number of notebooks she has in all?
- ☐ A. $18 - 15 - 23$
 - ☐ B. $15 + 23 + 15$
 - ☐ C. $23 - 15 - 18$
 - ☐ D. $15 + 18 + 23$

19. Pauline and Claire both have strawberries.

- Pauline has 6 strawberries.
- Claire has 10 strawberries.

Which number sentence can be used to find how many more strawberries Claire has than Pauline?

- ☐ A. $6 - 10 = \square$
- ☐ B. $\square = 10 - 6$
- ☐ C. $10 + \square = 6$
- ☐ D. $10 + 6 = \square$

20. There are 7 students in Jamie's group. Each student has 4 books. How many books does the group have altogether?

- ☐ A. 11
- ☐ B. 24
- ☐ C. 28
- ☐ D. 35

21. The chart below shows the number of pencils some students counted in their desks.

Pencils in Desks

Student	Number of Pencils
Vicky	5
Marco	5
Sally	4
Ramona	1
Alan	4
Liz	8
Scott	4
Calvin	6

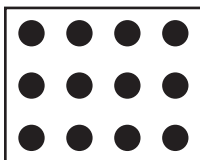
What is the **most** common number of pencils students counted in their desks?

- ☐ A. 3
- ☐ B. 4
- ☐ C. 5
- ☐ D. 8

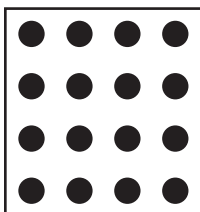
Mathematics (Calculator)

22. Which picture shows 3×4 ?

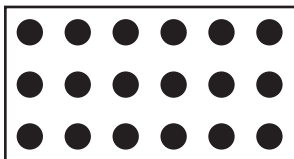
☐ A.



☐ B.



☐ C.



☐ D.



23. Ms. Chen wants to sell children's magazines in her bookstore. She needs to know which magazines children like to read the most. Which group would be **best** for her to ask?

- ☐ A. all the adults she knows
- ☐ B. all the teachers she knows
- ☐ C. all the boys and girls she knows
- ☐ D. all the coaches she knows

24. Look at the number sentence below.

$$\square - 44 = 16$$

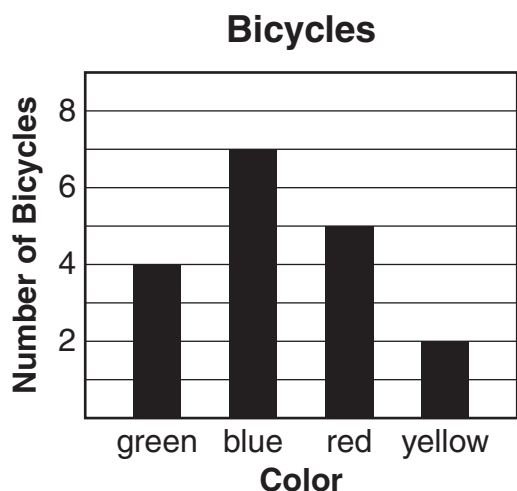
What number belongs in the box?

- ☐ A. 28
- ☐ B. 32
- ☐ C. 50
- ☐ D. 60

25. Gina baked 36 huckleberry muffins and 24 corn muffins. She gave 6 muffins to her neighbor and 10 muffins to her teacher. How many muffins does Gina have left?

- ☐ A. 16
- ☐ B. 44
- ☐ C. 54
- ☐ D. 60

26. Mr. Lee made the bar graph below to show the colors of his students' bicycles.



How many more blue bicycles are there than yellow bicycles?

- ☐ A. 4
- ☐ B. 5
- ☐ C. 6
- ☐ D. 9

27. Which estimate is closest to the length of a popsicle stick?

- ☐ A. 4 inches
- ☐ B. 9 inches
- ☐ C. 12 inches
- ☐ D. 20 inches

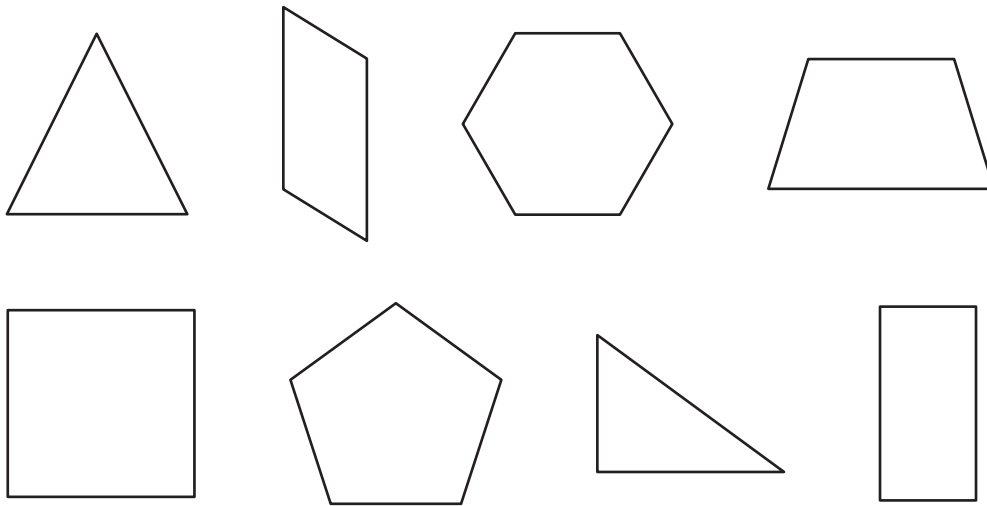
28. Which pattern follows the rule “Add 6”?

- ☐ A. 1, 7, 5, 11, 17
- ☐ B. 6, 9, 12, 15, 18
- ☐ C. 5, 11, 18, 26, 35
- ☐ D. 4, 10, 16, 22, 28

29. Which number is **more** than 120 and **less** than 218?

- ☐ A. 116
- ☐ B. 189
- ☐ C. 225
- ☐ D. 338

30. Peter drew the shapes shown below.



- Peter drew a triangle with one right angle. Put an A on this shape.
- Peter drew a parallelogram with no right angles. Put a B on this shape.
- Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

Scoring Guide

Score	Description
4	4 points
3	3 points
2	2 points
1	1 point
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Scoring Notes

Part a: 1 point correct answer, labels the right triangle A, with no other shape labeled A

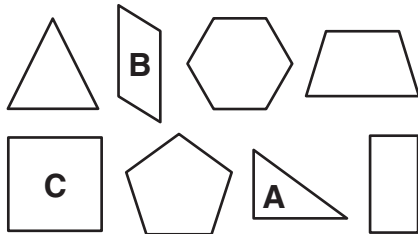
Part b: 1 point correct answer, labels the parallelogram B, with no other shape labeled B

Part c: 1 point correct answer, labels the square C, with no other shape labeled C

Part d: 1 point correct explanation

Sample Responses:

a–c:

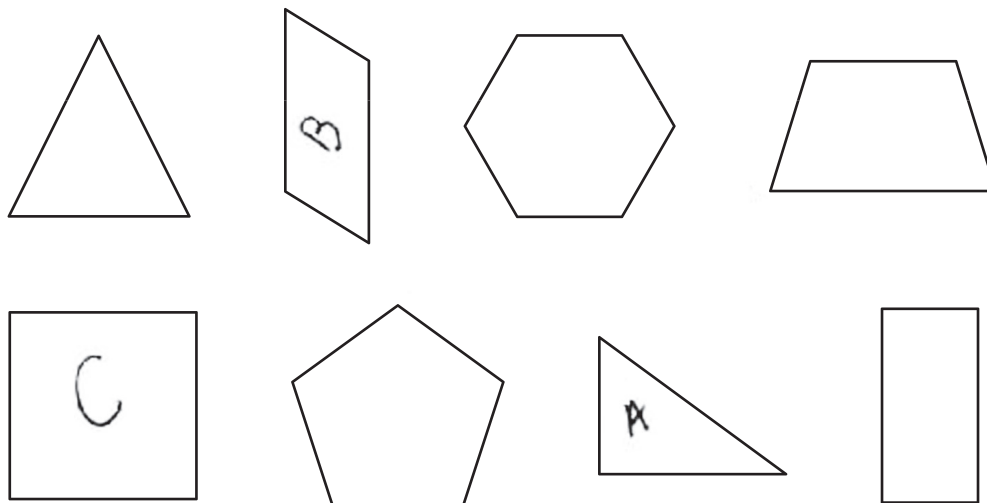


- d. Possible explanations include:
 Peter is wrong because a square is a rhombus.
 No, Peter drew a shape with four sides that are the same length.
 A rectangle with four equal sides is a rhombus.

Example of Score Point 4

Sample 1

30. Peter drew the shapes shown below.



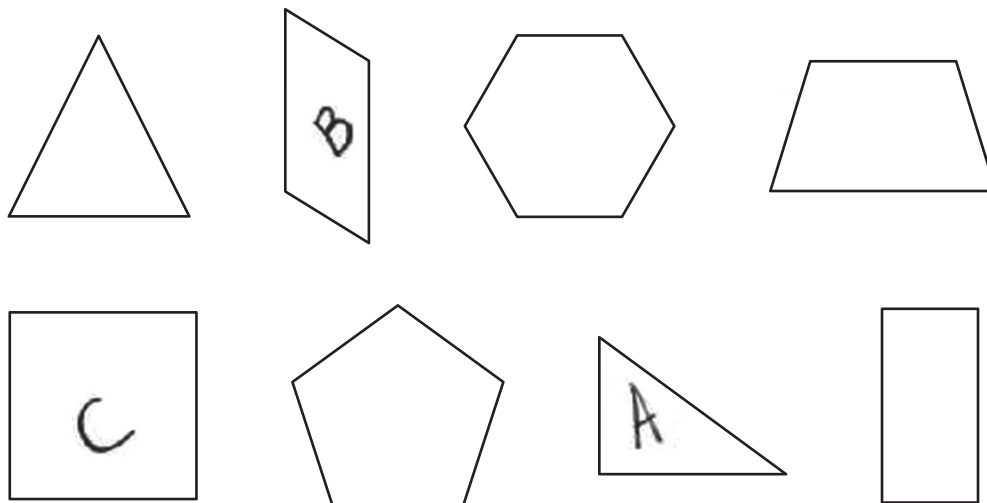
- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter?
Explain why or why not.

I do not agree because c is a rhombus
because it has four equal
sides.

Example of Score Point 4

Sample 2

30. Peter drew the shapes shown below.



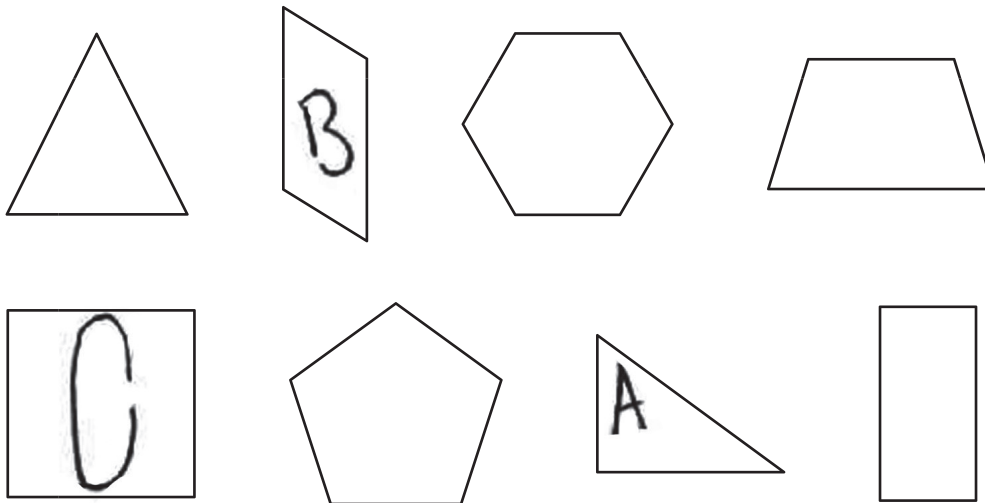
- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter?
Explain why or why not.

no! because the one i put
C on is a rhombuses and
a square.

Example of Score Point 3

Sample 1

30. Peter drew the shapes shown below.



- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

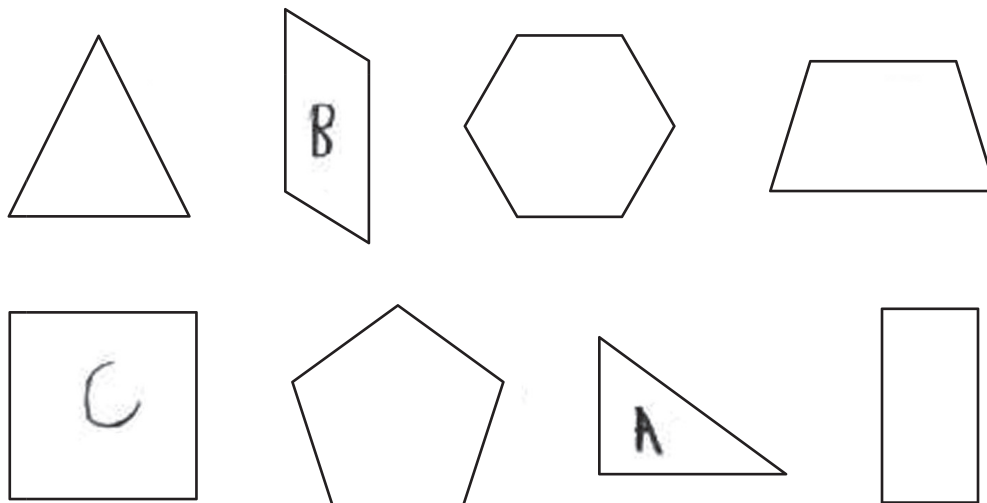
I don't agree with Peter because

if you turn around the big square around it will turn into a rhombus.

Example of Score Point 3

Sample 2

30. Peter drew the shapes shown below.



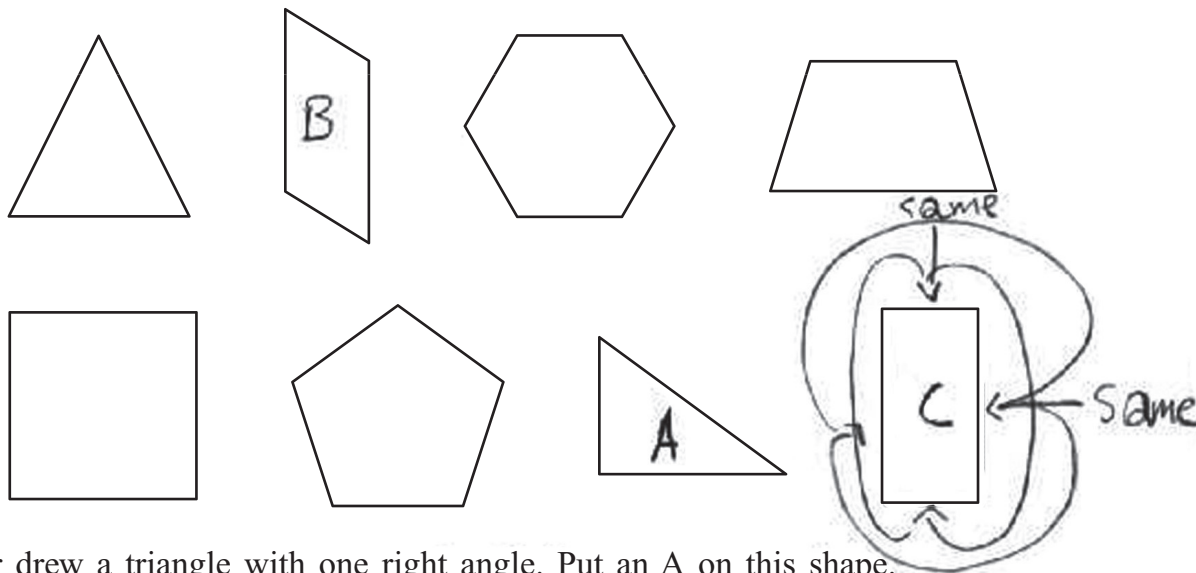
- Peter drew a triangle with one right angle. Put an A on this shape.
- Peter drew a parallelogram with no right angles. Put a B on this shape.
- Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

yes I agree with him because there
aren't any rhombuses in the shapes
he drew.

Example of Score Point 2

Sample 1

30. Peter drew the shapes shown below.



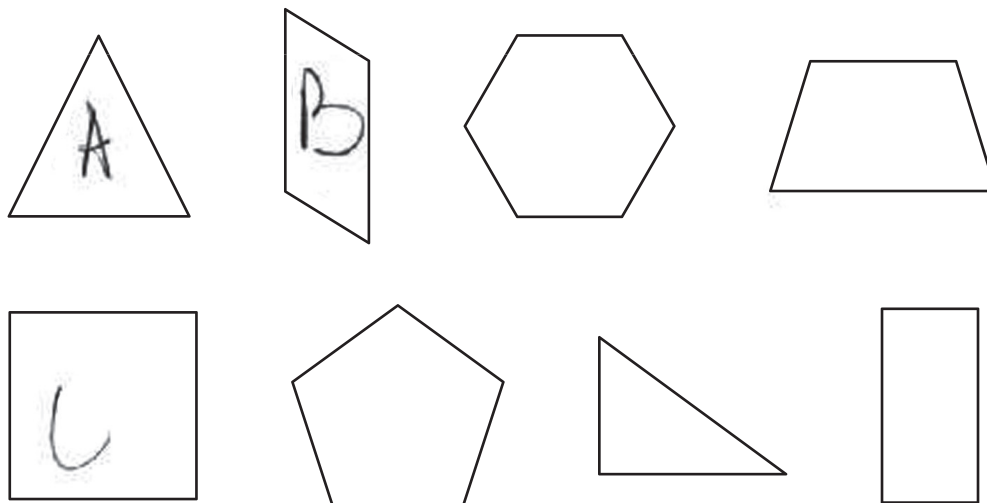
- Peter drew a triangle with one right angle. Put an A on this shape.
- Peter drew a parallelogram with no right angles. Put a B on this shape.
- Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

No, I don't agree with Peter for 3 reasons. One, a rhombus has 6 sides. Two, the 3rd one, on the first row has 6 sides. Last, I think Peter doesn't know what a rhombus is. Those are the reasons I disagree with Peter.

Example of Score Point 2

Sample 2

30. Peter drew the shapes shown below.



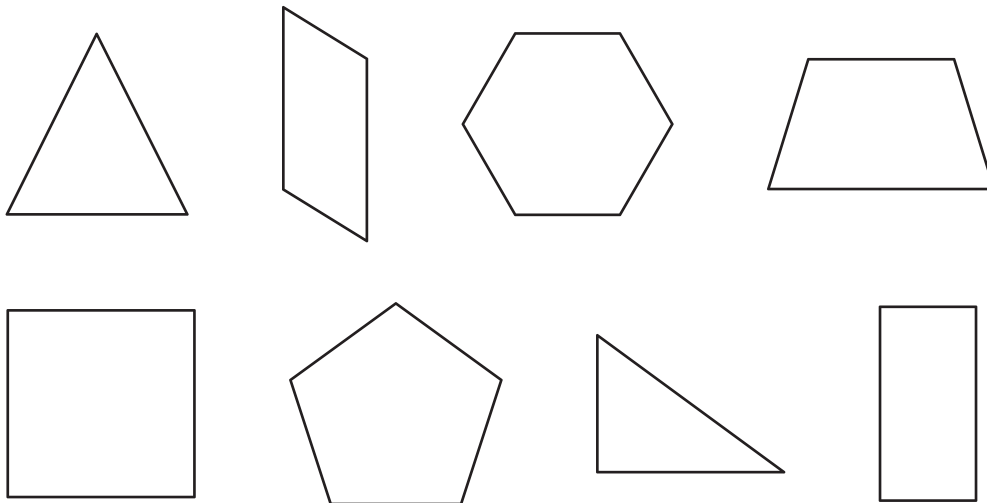
- Peter drew a triangle with one right angle. Put an A on this shape.
- Peter drew a parallelogram with no right angles. Put a B on this shape.
- Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

He did draw a rhombus it's on
the 1st row 4th going left.

Example of Score Point 1

Sample 1

30. Peter drew the shapes shown below.



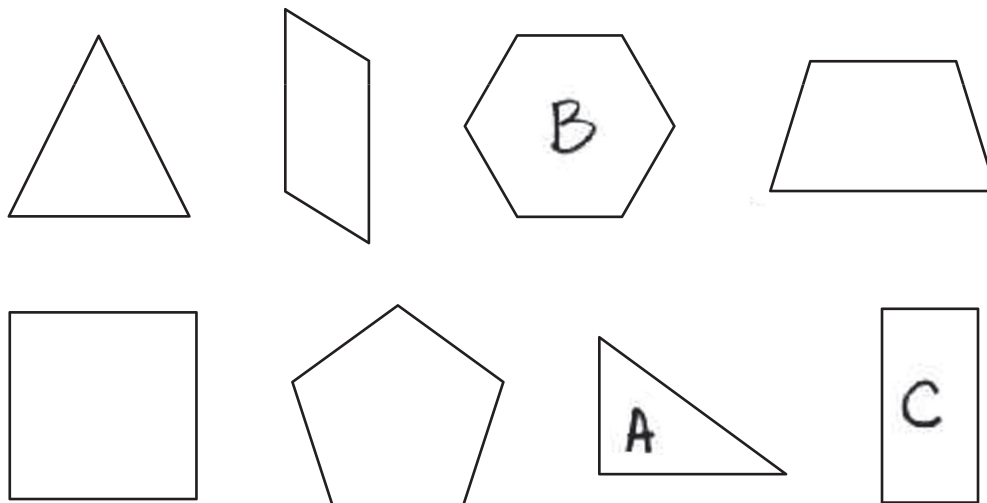
- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

I do not agree with Peter because a square
is a rhombuses

Example of Score Point 1

Sample 2

30. Peter drew the shapes shown below.

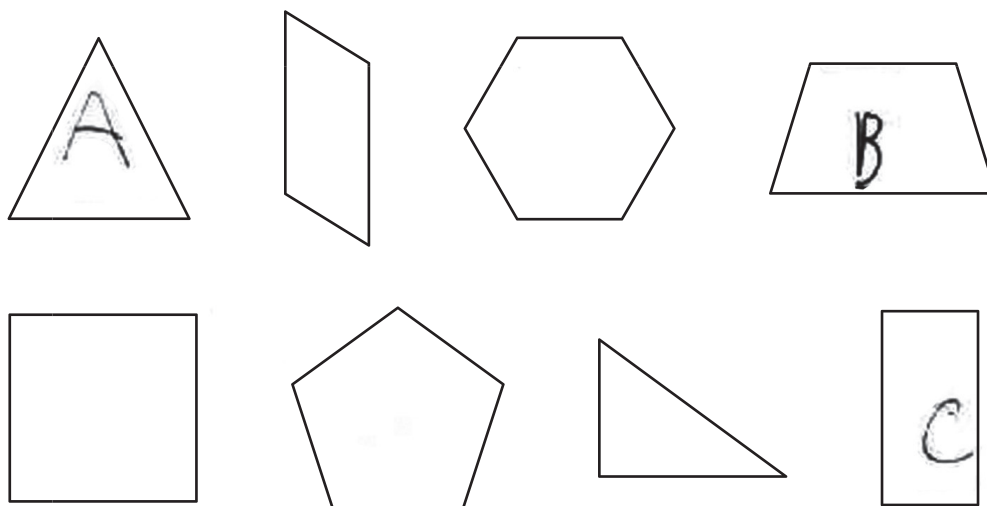


- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter? Explain why or why not.

I do not agree with Peter
because there are not any
rhombuses.

Example of Score Point 0

30. Peter drew the shapes shown below.



- a. Peter drew a triangle with one right angle. Put an A on this shape.
- b. Peter drew a parallelogram with no right angles. Put a B on this shape.
- c. Peter drew a rectangle with sides that are all the same length. Put a C on this shape.
- d. Peter said, "None of the shapes I drew are rhombuses." Do you agree with Peter?
Explain why or why not.

yes none of the shapes
peter drew are rhombuses.

Acknowledgments

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